

Physical Education Curriculum Plan 2019

Curriculum Area	Focus	Term 1	Term 2	Term 3	Term 4
Prep	<i>Physical Literacy</i>	Introduction of object control skills (catch, throw, bounce and kick) through play based activities	Skills development (by the end of term two students are expected to catch a large ball with arms and body when it is thrown at their chest; attempt to throw, bounce a ball and kick)	Skills development (by the end of term three students are expected to be able to watch a ball with their eyes and sometimes are able to catch it; attempt an overarm and underarm throw; stand up straight when bouncing a ball; swing their leg and kick a big ball towards a target).	Continue development of object control skills (catch, throw, bounce and kick) through minor games. Water Safety.
	<i>Personal and Social Skills</i>	Rules and expectations in Physical Education	Rules and cooperation i.e. taking turns and sharing	Rules and cooperation i.e. taking turns and sharing	Following rules in minor games
	<i>Body Movement</i>	Introduction of locomotor skills (run, hop and jump) through play based activities	Locomotor skills (by the end of term two students are expected to attempt running, hopping and jumping)	Maintain stability when creating movement sequences in Gymnastics. Respond with movement to music and words.	Continue development of locomotor skills (run, hop and jump) through minor games
Gr 1	<i>Physical Literacy</i>	Continue development of object control skills (catch, throw, bounce and kick) through play based activities	Skills development (by the end of term two students are expected to have their hands in the correct position and sometimes are able to catch it, stand side on when throwing overarm; bounce a ball in front of their body; kick a ball towards a target using the inside of their foot)	Skills development (by the end of term three students are expected to be able to move their feet to attempt to catch a ball; aim when throwing; bend my elbow and push down on ball when bouncing; watch the ball when kicking).	Continue development of object control skills (catch, throw, bounce and kick) through minor games. Water Safety.
	<i>Personal and Social Skills</i>	Rules and expectations in Physical Education	Cooperation i.e. taking turns and sharing	Rules and cooperation i.e. taking turns and sharing	Cooperation and follow all rules in games
	<i>Body Movement</i>	Continue development of locomotor skills (run, hop and jump) through play based activities	Locomotor skills (by the end of term two students are expected to keep their eyes forward when running; land a hop without falling; land a jump without falling forward)	Maintain stability when creating movement sequences in Gymnastics. Move freely to music and respond to changes in music tempo.	Continue development of locomotor skills (run, hop and jump) through minor games

Gr 2	<i>Physical Literacy</i>	Skills development (by this stage students should be able to throw a small ball up in the air and catch it; underarm throw, step forward with my opposite foot when throwing overarm and underarm; use fingers to bounce the ball; step forward as kicking)	Invasion games, bat tennis, table tennis, swimming and basketball	Perform object control skills in different sporting situations and attempt new striking techniques (through the sports of Volleyball, AFL, Spikeball and Cricket).	Water Safety. Motor skills (by this stage students should be able to throw and catch a small ball with a partner and sometimes able catch with one hand; keep their eyes up when bouncing; swing my leg back before kicking a ball).
	<i>Personal and Social Skills</i>	Rules and expectations	Following rules in games, fairplay, cooperation and teamwork.	Following rules in games, fairplay, cooperation and teamwork.	Following rules in games, fair and safe play, cooperation and teamwork. Identify how to make games inclusive.
	<i>Body Movement</i>	Locomotor skills (by this stage students should be able to bend their elbows and their knees on opposite sides when running; hopping; land on the balls (front) of their feet, with their knees bent when jumping; dodging)	Apply and trial movement concepts and strategies i.e. offensive and defensive	Through Gymnastics students perform movement sequences that require stability and transfer of weight (balance).	Locomotor skills (by this stage students should be able to bend their upper body forward when they run; bend their knees before they jump).
Gr 3	<i>Physical Literacy</i>	Motor Skills Refinement (by this stage students should be able to move their body into position to catch a ball by taking a few steps; follow through with their arm after throwing; take a few steps before kicking a ball; when punting students can bend the knee of their kicking leg during the backswing; bounce the ball up to their hip with control). They should be able to explain how to perform each of these skills to others.	Athletics, invasion games, bat tennis, table tennis, swimming and basketball.	Combine locomotor and object control skills in Cricket, Spikeball, Volleyball and AFL.	Water Safety Motor skills (by this stage students should be able to describe where their fingertips need to point when catching high and low throws; throw with good accuracy; dribble a ball; kick with power and some accuracy)
	<i>Personal and Social Skills</i>	Students follow rules in Physical Education classroom. They display cooperation, sportsmanship and teamwork. Give and receive feedback.	Following rules in games, fairplay, cooperation and teamwork.	Following rules in games, fair and safe play, cooperation and teamwork. Can apply and follow basic scoring systems.	Following rules in games, fair and safe play, cooperation and teamwork. Identify how to make games inclusive.
	<i>Body Movement</i>	Refining movement skills (by this stage students should be able to contact the	Apply basic movement concepts and strategies i.e. offensive and defensive	Through Gymnastics students perform movement sequences that	Locomotor skills (by this stage students should be

		ground with the ball (front) of their foot when running; swing their arms before jumping to get more height; skip; dodge; hop).		require stability and transfer of weight (balance). Perform movement sequences around, over and under obstacles.	able to take long strides when they run; jump to try and catch a ball that's above my head)
Gr 4	<i>Physical Literacy</i>	Motor Skills Refinement (by this stage students should be able to point their fingers up when catching high throws and point their fingers down when catching low throws; throw a ball at a rebound net and attempt to catch it; run up and control their body when kicking a ball; when punting students can follow through towards their target with their kicking leg; dribble a ball around cones and obstacles). They should be able to explain how to perform each of these skills to others.	Athletics, invasion games, bat tennis, table tennis, swimming and basketball	Practice and apply specialised sports skills of striking/fielding games and net/wall games (Volleyball, AFL, Spikeball, Cricket). Practice basic offensive and defensive strategies of striking/fielding games and net/wall games.	Water Safety (including canoeing) Motor skills (by this stage students should be able to watch a ball and move my hands into the correct catching position every time; run up to create more speed when throwing; dribble a ball with their opposite hand; kick to a partner with accuracy).
	<i>Personal and Social Skills</i>	Students follow rules in Physical Education classroom. They display cooperation, sportsmanship and teamwork. Give and receive feedback.	Following rules in games, fairplay, cooperation and teamwork.	Following rules in games, fair and safe play, cooperation and teamwork. Can apply and follow different scoring systems to games.	Following rules in games, fair and safe play, cooperation and teamwork. Identify how to make games inclusive.
	<i>Body Movement</i>	Refining movement skills (by this stage students should be able to change direction and keep their balance when running; can identify how they can jump higher; skip; dodge; hop). They should be able to explain how to perform each of these skills to others.	Apply basic movement concepts and strategies i.e. offensive and defensive	Perform Gymnastic skills that demonstrate transfer of weight (such as rolls, transferring weight from feet to hands and moving in and out of different balances). Explore symmetrical and asymmetrical balances.	Locomotor skills (by this stage students should be able to identify the correct body movements required to increase my running ability; identify how I can jump higher or jump further).
Gr 5	<i>Physical Literacy</i>	Motor Skill Refinement (by this stage students should be able to watch a ball and run into position to catch it confidently; throw a ball during games to a moving target; dribble and kick to a moving ball; guide the ball down with one hand, so it makes contact with the top of their foot when punting; dribble a ball whilst running; forehand strike). They	Athletics, base games, bat tennis, table tennis, basketball	Practice and apply movement concepts and strategies of striking/fielding games and net/wall games (Volleyball, AFL, Spikeball, Cricket).	Water Safety (including canoeing) Motor skills (by this stage students should be able to mark a football; use both overarm and underarm throws during games; dribble a ball and cross over to their

		should be able to explain how to perform each of these skills to others.			opposite hand whilst running; control and pass a ball using the inside of their foot)
	<i>Personal and Social Skills</i>	Cooperation, sportsmanship and teamwork. Give and receive feedback.	Following rules in games, fair and safe play, cooperation and teamwork.	Identify rules to make games more inclusive. Following rules in games, fair and safe play, cooperation and teamwork.	Discuss rules from various sports. Following rules in games, fair and safe play, cooperation and teamwork.
	<i>Body Movement</i>	Refining movement skills (by this stage students should be able to identify and describe the control of running under different conditions; identify how to jump and land from a box or jump over a piece of equipment such as a hurdle; skip; dodge; hop). They should be able to explain how to perform each of these skills to others.	Apply sport specific movement concepts and strategies i.e. offensive and defensive. Explore techniques i.e. the use of different bats to strike	In groups, students create and perform a dance routine.	Locomotor skills (by this stage students should be able to control their body to assist with better running ability during a range of environments; jump up and spike a volleyball in the air; dodge)
Gr 6	<i>Physical Literacy</i>	Motor skill refinement (by this stage students should be able to use catching equipment such as a lacrosse stick; use their body to control how far they throw the ball; kick to a moving team mate; kick a drop punt to a stationary target; maintain control of their dribble whilst running at full speed; forehand strike) They should be able to explain how to perform each of these skills to others.	Athletics, base games, bat tennis, table tennis, basketball	Propose and apply offensive and defensive strategies of striking/fielding games and net/wall games (Volleyball, AFL, Spikeball, Cricket).	Water Safety Motor skills (by this stage students should be able to catch a ball during a game of cricket or baseball; throw accurately at a target; confidently dribble a ball using both their left and right hands to get around a defender; kick goals from a set position)
	<i>Personal and Social Skills</i>	Cooperation, sportsmanship and teamwork. Give and receive feedback.	Following rules in games, fair and safe play, cooperation and teamwork.	Identify rules to make games more inclusive. Following rules in games, fair and safe play, cooperation and teamwork.	Discuss rules from various sports. Following rules in games, fair and safe play, respectful of others, cooperation and teamwork.

	<i>Body Movement</i>	Refining movement skills (by this stage students should be able to refine their running skills and apply them during complex games and activities; jump off a springboard and spin in the air landing in the motor bike position; skip; dodge; hop). They should be able to explain how to perform each of these skills to others.	Apply sport specific movement concepts and strategies i.e. offensive and defensive. Explore techniques i.e. the use of different bats to strike	In groups, students create and perform a dance routine.	Locomotor skills (by this stage students should be able to run with control when using equipment; jump over a high jump bar using the correct technique; dodge)
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